

Mother Tongue (MT) a Challenging Factor in English Pronunciation in the Context of Ao Learners Learning English as Second Language (SL)

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Abstract

Language plays a pivotal role in the evolution of society, deeply intertwined with cultural and social development. This study investigates the influence of MT on the pronunciation of English consonants among Ao undergraduate learners in Mokokchung District, Nagaland, where English serves as the official language and medium of instruction. The study highlights that MT interference significantly impacts the learners' pronunciation, leading to frequent errors. Data was collected through observation, interviews, oral test, audio recordings, and questionnaires from 482 undergraduate Ao learners from different disciplines of study (Arts, Commerce and Science) aged from 18-25, alongside phonetic transcription and analysis of recorded pronunciations. The findings reveal that Ao speakers exhibit a notable pattern of using voiceless and voiced phonemes interchangeably in free variation, particularly with bilabial voiceless plosives [p] and voiceless alveolar plosive [t] with their voiced counterparts. Additionally, the absence of certain English phonemes in Ao leads to substitution errors, such as replacing voiced velar plosive [g] with voiceless velar plosive [k], voiced palato alveolar [dʒ] with voiceless palate alveolar [tʃ], voiceless inter dental fricative [θ] and voiced inter dental fricative [ð] with aspirated alveolar plosive [t^h] and voiceless alveolar plosive [t]. The analysis indicates that MT interference significantly contributes to pronunciation errors in English as a second language (L2). The study emphasizes the dual role of MT as both a facilitator and a hindrance in L2 learning, depending on the phonological similarities and differences between the two languages. While a significant number of learners are aware of MT interference and attempt to correct it, others prefer to retain the influence due to cultural preservation. This research highlights the necessity for targeted phonetic instruction to address specific pronunciation challenges faced by Ao learners, thereby enhancing their English language proficiency.

Keywords: Mother tongue influence, Second Language Learning, English Language Teaching, free variation, error.

1. Introduction

The evolution of society is inextricably associated with language, the greater share of evolution in the society is predominated by language. Etymologically speaking, the word 'language' is derived from the Latin word 'lingua' meaning 'tongue'. It is a specific type of conventional arrangement, a common usage and intelligible patterns of words and idioms which has evolved over a period of time to help the community of people for effective communication. Language is also dynamic and is known as a social phenomenon since its relevance is associated with

social setting (Sharma, 2011). As powerful as language is, a child's Mother Tongue (MT) plays a crucial role in language learning. Mother tongue is the language that a child acquires normally as early as three years of age. The terms such as first language, native language, primary language and mother tongue are synonymously used. On the other hand, the additional language, be it third, fourth or tenth to be acquired subsequently after the first language is called second language (L2) or target language (TL) Saville-Troike (2012a). While MT is naturally acquired by a child, a SL is typically learned. Mother tongue contributes in the overall growth and development of the child be it in thinking, reasoning, analyzing, discussing and discerning grows. Constant use and practice of MT in any locale enables the child to enhance the ability of expression along with acquiring linguistic skills (Tiwari, 2010). In second language acquisition, Mother Tongue (MT) is observed as one of the prominent factors in influencing second language learning. Consequently, the interference of MT in SL learning is inevitable.

Learning of the MT is part of the whole maturational process of the child, while learning a SL normally begins only after the maturational process is largely complete; that the infant starts with no overt language behaviour, while in the case the SL learner such behaviour, of course, exists (Corder, 1981, p. 6).

Meanwhile, due to typological and phonological differences between the MT and SL, the learners may find challenges while learning SL, particularly in pronunciation. Thomas (2021a) mentions that it is definite for the culture of local language to interfere in the aspects of target language such as pronunciation, vocabulary and grammar. In second language acquisition, pronunciation has a key role to play. Poor pronunciation often indicates the speaker as non-native to the language. Hence, teaching of pronunciation in SL teaching is not an option exclusive to advanced level studies of the language (Paliwal, 2005). It is a natural phenomenon that humans learn speaking first in learning a language and while doing so, mispronunciation is usually noticeable. Reddivari (2021) proposes that misunderstanding, negative impression and confusion are due to poor pronunciation. The fact that pronunciation plays a crucial role in language learning is because of its credibility in efficient learning. To successfully achieve a comprehensible communication in SL, it is essential to acquire adequate pronunciation in SL (Li-lian,1997).

Generally, pronunciation errors in second language are the results of MT interference which often leads to breakdown in communication due to such mispronunciations. As supplemented by Kenworthy (1987a), one of the dominant factors causing problems and difficulties in learning English pronunciation is native language. Therefore, the number of similarities and differences between the native language and English determines the difficulty level in learning

English pronunciation. As a matter of fact, MT can either facilitate or can hinder in learning the SL, depending on the similarities or differences. A study conducted by Subandowo (2017) explains how MT has highly interfered the student's pronunciation in English which caused pronunciation errors. While, Saville-Troike (2012b) claims that similarity between L1 (MT) and L2 (SL) facilitates L2 learning because it reduces learning extra in L2. For example, the word 'exterior' meaning 'outside' has same spelling and meaning with slight pronunciation variation in both English and Spanish.

This study aims to investigate the impact of MT on the pronunciation of English consonants among Ao undergraduate learners in Mokokchung District, Nagaland, where English serves as the official language and medium of instruction.

2. English in Nagaland

According to the Ethnologue guide, as cited by Anne Dorte Dyreby in Language goodies on May 7th, 2020; there are 7,139 officially known languages in the world, out of which English stands as the language with the highest number of speakers. English is used as a MT by the people of North America with around 220 million in U. S. and 20 million in Canada. Great Britian has about 56 million, Ireland has about 4 million, Australia has about 40 million, New Zealand has about 3 million and South Africa has about 2 million English speakers (Taj and Bhargava, 2016). Additionally, the advent of digital era and globalization have highly influenced the introduction of English as a second and foreign language in many countries. "English is the most widely used language on the internet, as it has already been used in computers right from the beginning of the new technology" (Dhanavel, 2012, p. 3). Many non-native English-speaking countries have also adopted English as a compulsory subject in their academic system.

In Nagaland, the purpose of English is not limited to artistic and expression purposes but provides various interpersonal, instrumental and regulative functions. In other words, English serves as the official language of the state, medium of instruction in educational institutions and is taught as a second language and the language of media. English is also credited for social mobility. With 17 recognized tribes in Nagaland and with each having its distinct language and a number of dialects, English thus becomes the best choice for a common communicative platform. Initially, the introduction of English was for official purpose, acting as a working and integral language facilitating people from different linguistic background to communicate effectively. Eventually, with time, English gained more popularity and so continued to enjoy its status as the prestigious language in Nagaland.

Belho (2020), identifies several notable factors contributing to the growth and development of English in Nagaland. They are; absence of common language, education, mixed marriage, Government initiatives and influence of media in the forms of music, movies, newspapers and videos. Additionally, factor such as social hierarchy plays a significant role in the spread and development/ proliferation of English in Nagaland. The advent of formal education has led to a more privileged lifestyle for the literate and educated members of the society and who benefit from better economic opportunities. This linking of English with higher social status and improved social class further accelerates its use. Besides English, Nagamese, which is a conglomeration of Hindi, Assamese and Bengali functions as a lingua franca for the inhabitants of Nagaland.

3. Errors and Mistakes

To understand the nature of language transfer, one must first have the knowledge on the distinction between errors and mistakes. For many years errors and mistakes were interchangeably used. However, modern linguists distinguish between these two. Corder (1967) as cited by Gass and Selinker (2008) raised the need to distinguish between errors and mistakes. Generally, mistakes are associated mostly with slips of the tongue due to excitement, fatigue and others. They are one occasion events and the speaker is able to recognize and correct it. In contrast, errors are systematic deviation. Here, errors are likely to occur repeatedly and is recognize by the teachers and researchers but not by the learner as errors. In applied linguistics, errors are distinguished into two categories, namely: performance errors and competence errors. Performance errors are normally manageable and can be corrected with little effort. It is caused due to physiological factor such as fatigue. On the other hand, Competence errors are more serious and usually indicate inadequate learning (Touchie, 1986). In this connection, it may be noted that mistakes are performance errors, while errors are competence errors.

In error study, Richards (1971) as cited by Khalifa (2020a), presents two categories of errors known as; interlingual error and intralingual error. Interlingual error happens due to native language / MT interference in second language. Whereas, intralingual error are caused due to various reasons and not necessarily due to negative transfer of MT in SL. Khalifa (2020b) remarks that errors determine the learners' progress in language learning. The problem areas of the learner can be spotted by describing and classifying the errors. Furthermore, Ellis (1997), presents some of the notable reasons of error analysis. Firstly, errors are a conspicuous feature of a learner's language that raises the importance on finding the reason why learners make

error. Secondly, errors provide insights to the types of errors that learners commit. Thirdly, paradoxically, errors help the learners to help self-correct themselves. Thus, error analysis serves as a pointer towards the learning strategies employed by the students while learning another language.

4. Literature review

The impression of mother tongue interference is related to the positive and negative transfer that affects learning (Subandowo, 2017). Negative transfer refers to the errors in target language caused by the influence of MT as opposed to positive transfer which happens when the influence of MT leads to progressive acquisition of SL (Liontas, 2018). According to Raju and Joshith (2017) students use MT as a reference while learning SL. Likewise, some conformers agree the existence of MT interference in SL. For instance, research conducted by Thomas (2021b) mentions that it is definite for the culture of local language to interfere in the aspects of target language such as pronunciation, vocabulary and grammar. Furthermore, a study conducted on ‘Afan Oromo Interference into Learning EFL, Orthography and Pronunciation- A Case of Batu Secondary School’ by Mamo (2016), reveals that the interference of MT is a serious issue in learning English as a foreign language. Besides the difference between the students’ MT and English, even the teachers frequently use MT interference to brief their teaching English as Foreign Language (EFL). Consequently, there is a high mixture of MT in English because the students prefer silent reading over oral reading especially vocabulary. Plus, they show least interest in learning correct orthography and correct pronunciation.

Ristati (2019, p. 42) states that “Pronunciation plays an important role in communication since serious mispronunciation can hold up intelligibility.” Correspondingly, Chekwube et al., (2023) confirmed the existence of MT interference in English pronunciation results in miscommunication and challenges in communication among Broadcasters in Benin city. In relation to the interference of MT in SL, a recent study conducted on learners’ difficulty in pronouncing English vowels by Yuliansih et al., (2022) reported that pronunciation plays a vital role in second language learning as it can be seen that the differences between the MT and English give rise to MT interference in SL which creates difficulty for the learners to pronounce English words. Additionally, it is reported by Tabassum et al., (2020) that the impact of local languages in English pronunciation is such that it not only tunes articulatory apparatus but in foreign languages it also exercises strong influence on phonic learning, which produces new or local varieties of foreign languages.

In case of Hindi as local language and English as SL, a study conducted by Mishra and Mishra (2016a) reports that the interference of Hindi in English is due to some sounds that does not exist in Hindi. Overall, in accordance with the above studies Denizer (2017) reports that speaking skill and grammar are the two areas where the interference of MT is highly visible in SL. Similarly, Ao speakers exhibit pronunciation errors in English due to MT interference. This creates mispronunciation, confusion and indecipherable to the native English. This paper highlights the influence of MT in English consonants.

5. Statement of the problem

English is a global language and to achieve native like proficiency especially in speaking skill is common among the English learners (Yousra, 2023). Correspondingly, the Ao learners manifest such enthusiasm in English and the problems in pronunciation are evident among the Ao learners. In this regard, MT interference plays a crucial role in affecting the pronunciation in English among the Ao speakers as Kenworthy (1987b), points out that one of the dominant factors in learning English pronunciation is native language. Therefore, the number of similarities and differences between the native language and English determines the difficulty level in learning English pronunciation. Thus, this study took an initiative to address such problems related to Ao learners and the need to expand research relating to SL learning.

6. Participants

For this study, a population of 482 learners participated in responding to the questionnaires, while approximately 20 students volunteered to participate in personal interactive sessions as part of the study. Their ages ranged from 18-25 years, inclusive of both male and female participants.

7. Methodology

The techniques applied to collect data used observation, interview, audio recording and oral test of reading passages and a poem from the learners' English syllabus to ensure functional words. A vocabulary list containing 70 English word list (see appendix) which has correlated with the problems of pronouncing English consonants among Ao speakers was also used. With the help of mobile recorder, the researcher recorded the learners' voice while interaction with the researcher and when pronouncing English vocabularies. The recorded pronunciation was later phonetically transcribed using IPA for analyzing the errors detected in the pronunciation. Another research tool included a total of 482 questionnaires comprising of both open and

closed ended type questions. The respondents were given more than a week's time to respond the questionnaire.

8. Findings and Discussion

The phonemic inventory of English and Ao (Chungli)- the standard dialect of Ao, highlights several differences. English has 28 consonantal phonemes, inclusive of the aspirated and voiced counterpart phonemes, out of which 10 are plosives, 3 are nasals, 9 fricatives, 2 affricates, 1 lateral and 3 semi vowels, occurring at 8 place of articulation and 6 manners of articulation. The voice counterparts of /p/, /t/ and /k/ are available in the language and retains the existence of velar nasal /n/, /m/, and /ŋ/.

While, Ao has twenty-four (24) consonantal phonemes inclusive of voice counterparts and aspirated phonemes in Ao (Chungli) language. They are 7 plosives, 3 nasals, 6 fricatives, 4 affricates, 1 lateral and 3 semi vowels, occurring at 7 place of articulation and 6 manners of articulation. Ao (Chungli) does not have the voiced counterparts of /p/, /t/, /k/ and /tʃ/. The absence of these voiced counterpart phonemes in Ao makes it challenging for the Ao learners in pronouncing these sounds when speaking English, as they are absent in their native sound system.

9. Problems of Ao speakers in pronouncing English consonants [b], [d], [g], [dʒ], [θ] and [ð].

The first problematic consonant investigated was bilabial voiced plosive [b]. The examples provided below are all from Ao (Chungli). Data from the study reveals that Ao undergraduate learners use bilabial voiceless plosive [p] and bilabial voiced plosive [b] in free variation in English reflecting the influence of MT in English. For example,

Word (Ao)	[p]	[b]	Gloss
Bendang	/pəntaŋ/	/bəntaŋ/	foreign
Chuba	/tʃupa/	/tʃuba/	king
Apong	/apuŋ/	/abuŋ/	container
Kibuba	/kipupa/	/kibupa/	lord

Table 1: [p] bilabial voiceless plosive and [b] in free variation.

From the above examples, it is clear that the pronunciation of Ao words is not determined by the orthography and thus [p] and [b] are used in free variation by the speakers. This

characteristic of MT is seen to be transferred into English pronunciation as evident in the tables below.

English word	Speaker's pronunciation
Parrot /pæ.ɪot/	/bæ.ɪot/
Bucket /bəkɪt/	/pakɪt/
Boy /bɔɪ/	/pɔɪ/
Be /bi/	/pi/

Table 2: English errors in [p] and [b] usage.

This characteristic found in the study aligns with the study conducted by Abdurahimova and Kobilova (2022) which observed the influence of MT in SL, where the Sundanese students mispronounce English phonemes [p] and [b] by replacing [p] with [b] because they perceive [p] and [b] as allophones of one phoneme given that the phoneme [p] is absent in Arabic languages.

With regard to the phonemes, voiceless alveolar plosive [t] and voiced alveolar plosive [d], Ao speakers use these phonemes in free variation as illustrated in the table below. Example,

Word (Ao)	[t]	[d]	Meaning
Bendang	/pɛntaŋ/	/bɛndaŋ/	Foreign
Süngdong	/sɛŋtoŋ/	/sɛŋdoŋ/	Tree
Sending	/sɛntuŋ/	/sɛndoŋ/	Programme
Menden	/mɛntɛn/	/mɛndɛn/	Seat/chair/chairperson

Table 3: [t] and [d] in free variation.

The transfer of this phenomenon of using [t] and [d] in free variation in Ao language is seen to be transferred to English as shown in the table 4 below.

English word	Speaker's pronunciation
Dog	/tok/
do /du/	/tu/
Sweetest /switəst/	/swidəst/
Sometimes /sʌmtaɪmz/	/sʌmdaɪmz/

Table 4: English errors in [t] and [d] usage

From the above examples, it is clear that the orthography in Ao does not determine the pronunciation of Ao words and the phonemes [p], [b], [t] and [d] are used in free variation by the Ao speakers.

Even till this day, there is an interesting curiosity among the Ao speakers regarding the question on the possibility for a native speaker of Ao to produce and use voiced phonemes such as, [b] and [d] which are phonetically absent in Ao. One of the most popular assumptions is that, with the advent of Christianity and the exposure of English sounds and alphabets, the natives might have inherited the voiced counterpart of voiceless phonemes from English phonemes and sounds.

Nonetheless, the investigation from the present study exhibited a conflicting answer to the aforementioned hypothesis. It was observed that Ao speakers have been using the voiceless phonemes and voiced phonemes in free variation across generations. However, it was limited to some speakers. Ao being a tonal Tibeto-Burman, the native speakers perceived that the phoneme [p] and [t] changes to [b] and [d] when pronounced in low tone. And so, for most of the low tone [p] and [t], the alphabets used are ‘b’ and ‘d’ in the orthography of Ao. Yet, phonetically bilabial voiced plosive [b] and voiced alveolar plosive [d] are absent in the language. At the same time, the native speakers who have little or no linguistic knowledge often disagree with the idea that tonal change cannot cause voiceless phoneme to become a voiced phoneme. Consequently, in a non-tonal language like English, the Ao speakers tend to apply this notion and use [p], [b], [t] and [d] in free variation.

Hence, this phenomenon is gradually transmitted from elders to younger generations. However, the manner in which the phonemes are used in free variation is inconsistent. Also, it will be inappropriate to agree that voiced counterparts of voiceless phonemes such as [b] and [d] are an outcome of English influence. Rather, we observe the influence of MT in English.

Besides free variation, learners tend to avoid using phonemes that are absent in their MT while using English. Instead, they substitute these absent phonemes with the ones present in their MT such as substituting [g] with [k] as shown in table 5, [dʒ] with [tʃ] as shown in table 6, [θ] and [ð] with [tʰ] and [t] as shown in table 7. The following tables below presents an illustration; example.

English word	Speaker’s pronunciation
Gate /geɪt/	/kɪt/
Gold /gəʊld/	/kɔlt/ OR /kult/
Tiger /taɪgəɹ/	/taɪkəɹ/
Finger /fɪŋgəɹ/	/fɪŋkəɹ/

Table 5: Substitution error of [k] velar plosive and [g] voiced velar plosive

Interference from MT also gives way to substitution errors in English where the phonemes absent in MT is substituted by the ones present in the language such as substituting voiced palato alveolar affricate [dʒ] with voiceless palato alveolar affricate [tʃ]; example.

English word	Correct	Learner's pronunciation
Giant	/dʒaɪənt/	/tʃaɪənt/
Budget	/bʌdʒɪt/	/pʌtʃɪt/
Age	/eɪdʒ/	/eɪtʃ/
Education	/edʒʊkeɪʃən/	/ɪtʃʊkeɪʃən/

Table 6: Substitution error of [dʒ] with [tʃ].

Mishra and Mishra (2016b) presented a report on the interference of MT (Hindi) in English. Where in English, the voiceless inter dental fricative [θ] and the voiced inter dental fricative [ð] are replaced by aspirated alveolar plosive [t^h] and voiced alveolar plosive [d] in English pronunciation by the learners. Consequently, Erinastasia et al., (2018) noted that the students found it difficult to differentiate between similar sounds such as voiceless inter dental fricative [θ] and the voiced inter dental fricative [ð] because these phonemes were absent in their MT. Likewise, this study exhibits similar but slight variation in substitution error, where voiceless inter dental fricative [θ] and voiced inter dental fricative [ð] are substituted by aspirated alveolar plosive [t^h] and voiceless alveolar plosive [t].

English word	Correct	Interference from MT
Thank you	θaŋkjəw	t ^h ankju
Think	θɪŋk	t ^h ɪŋk
There	ðeə(ɪ)	teɪ
Their	ðeə(ɪ)	teɪ

Table 7: Substitution error of [θ] with [t] and [ð] with [t^h]

The above examples illustrate the significant role of MT in English. The absence of voiced velar plosive [g], voiced palato-alveolar affricate [dʒ], voiceless inter dental fricative [θ] and voiced inter dental fricative [ð] in the language results in the substitution with the voiceless velar plosive [k], voiceless palato-alveolar affricate [tʃ], aspirated alveolar plosive [t^h] and voiceless alveolar plosive [t] in English. This indicates that while certain phonemes are used in free variation as discussed earlier, the phonemes that are not present in the MT are substituted in English. Hence, it is evident from the above analysis that interference from the MT significantly contributes to errors in English.

Furthermore, the following Table No.8 presents an overview of the dominant language of the learner as compared to the other languages they use. The analysis indicates that the MT is the dominant language at 78.92% as compared to English at 8.33% and Nagamese at 12.73%.

Language	In which language can you best express your thoughts?	Which language do you commonly speak at home	Languages that parents speak.	Percentage
Mother tongue (Ao)	423	458	482	78.92%
English	43	9	92	8.33%
Nagamese	15	14	191	12.73%

Table 8: Comparison of languages used by learners.

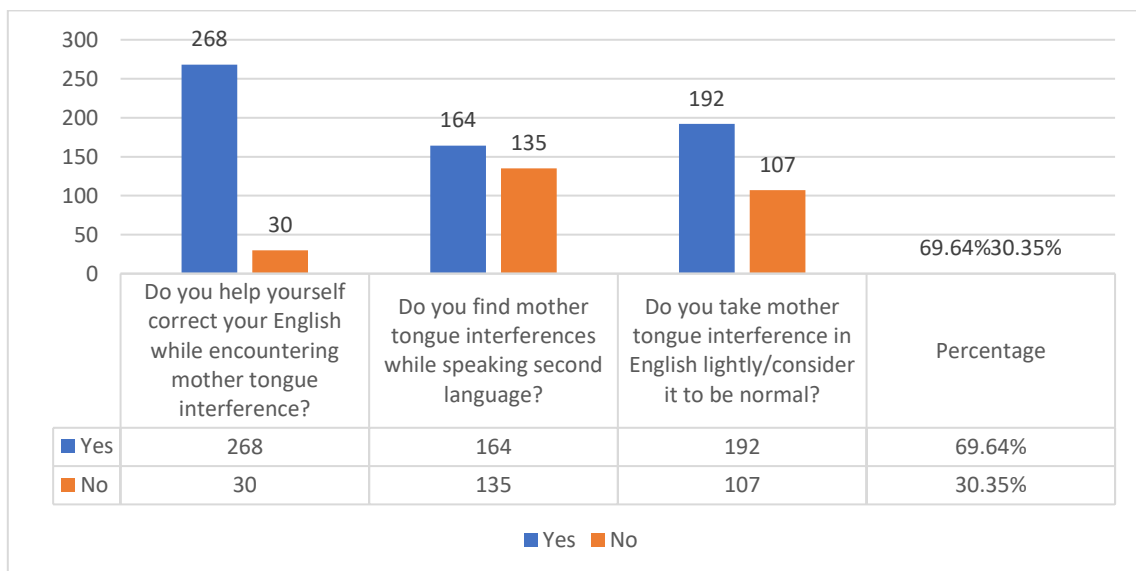


Chart 1: Learner's awareness of mother tongue interference in second language.

From the data presented above, we see that the highest population of learners with 69.64% recognize the influence of MT on their use of English in contrary to Whereas, to only 30.35% of the learners who are unaware of their MT influence in English.

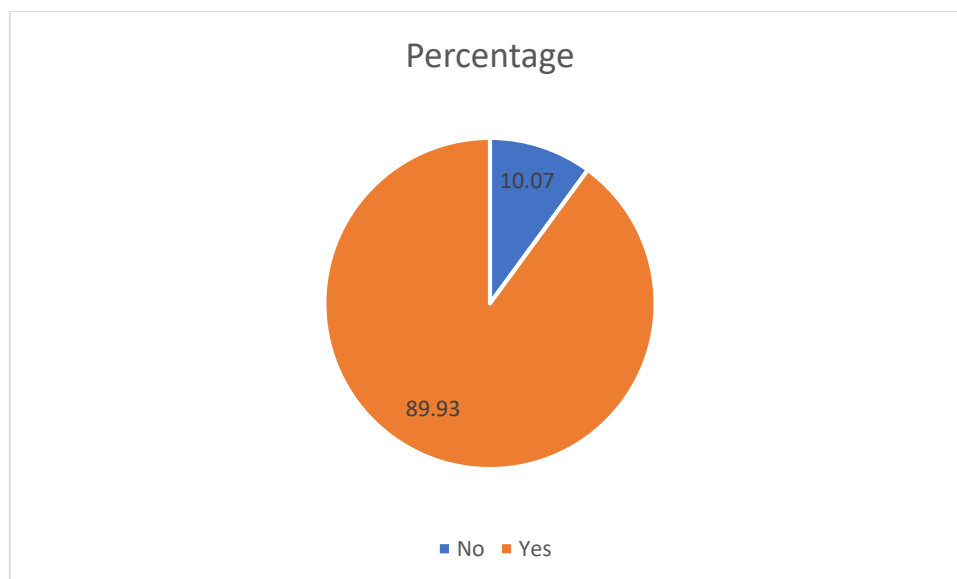


Chart 2: Learners correcting themselves while encountering mother tongue interference.

Subsequently, Chart 2 summarizes the learners’ preference regarding MT interference in English. The analysis shows that 89.93% of the learners do not want MT interference in English. Hence, they correct the errors. Whereas, 10.07% of the learners wants to retain MT interference in English. Thus, we understand that many learners do not like mother tongue interference and strive to improve English.

Additionally, the questionnaire used in the study presented an elaborative response on the learners’ opinion towards why they want or do not want to retain MT influence in English. Responses such as, “I think our mother tongue should not interfere while speaking English as it seems *kinda unprofessional when it comes to communication provided that we have a high standard of education”¹ and “It is high time we learn proper English and remove the influence of mother tongue”² explains why the learners wants to correct their MT interference in English. On the other hand, responses such as, “Mother tongue is a traditional language and so it must be preserved”³ and “Because if we didn't retain our mother tongue then the language will die”⁴ illustrates how some of the learners have misunderstood the distinction between MT interference in English and preserving MT.

10. Conclusion

¹ Response excerpt from the questionnaire on the question of why they do not want to retain MT influence in English?

² Response excerpt from the questionnaire on the question of why they do not want to retain MT influence in English?

³ Response excerpt from the questionnaire on the question of why they want to retain MT influence in English?

⁴ Response excerpt from the questionnaire on the question of why they want to retain MT influence in English?

The results from the present study exhibit negative transfer of MT in SL pronunciation. As discussed above, all the consonantal errors made by the undergraduate Ao speakers learning English as SL were due to the fact that some consonantal phonemes in Ao occur in free variation while some of them do not exist in the language. With reference to the findings, some of the suggestions for teaching implications should be as below:

1. Linguistics as a subject should be a part of curriculum from the early age of school so that the learners will have detailed exposure to phonics knowledge.
2. Dictation and more practice on pronunciation must be paid attention.
3. In both private and public sector educational institutions, only a well-trained language teacher should be appointed to teach English and not any other subject teacher starting from early school years.

These insights highlight the necessity for targeted linguistic and pedagogical strategies to address the specific challenges faced by Ao learners. Effective language education programs should consider the inherent phonological characteristics of both Ao and English to devise teaching methodologies that mitigate MT interference. Additionally, fostering a clearer understanding among learners regarding the distinction between maintaining cultural identity through MT and acquiring accurate pronunciation in English can enhance their overall language proficiency and communication skills.

In conclusion, while MT interference poses challenges to English pronunciation among Ao learners, a concerted effort in education and awareness can significantly improve their second language acquisition, thereby enhancing their academic and professional prospects in an English-dominated environment.

11. Limitation of the study

This study is limited to the Undergraduate Ao speakers in the colleges of Mokokchung district, Nagaland. Therefore, selecting samples from different educational levels might produce different results due to age factor. The study is also confined to examining pronunciation related to consonantal phonemes. Variables were not considered for this study due to large number of participants and data collected. Participants of this study were from various disciplines of study (Arts, Commerce and Science). A comparative study among the participants from different disciplines of study can be considered for study in future. Hence, researchers may consider all these factors into account and expand to its wider spectrum of study.

Brief Bio of authors

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Appendix

Vocabulary for pronunciation (Total 70).

Edit	Tortoise	Buffet	Quarantine	Symphony	Mansion
Often	Regular	Excuse	Wednesday	Anniversary	Mention
Badminton	Yacht	Voyage	University	Honour	Budget
Phonetics	Thank you	Think	Divorce	Secretary	Age
Bow	Compare	Encourage	Bowl	Square	Education
Squirrel	Risk	Whisk	Restaurant	Wear	Danger
Bald	Dry	Try	There	Their	Gem
Curtain	Church	Random	Planet	Something	Giant
So	Present	Let	Lid	Opposite	Finger
Parrot	Bucket	Boy	Be	Book	Tiger
Pig	Big	To	Do	Dog	Gold
Sweetest	Sometimes	Kite	Gate		

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